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ABSTRACT

The manual details an observational code designed to track a child during an entire day in a preschool setting. The Eco-Behavioral System for Complex Assessments of Preschool Environments (ESCAPE) encompasses assessment of the following three major categories of variables with their respective subcategories: (1) ecological variables (designated activity, activity initiator, materials, location, grouping, composition); (2) teacher variables (teacher definition, teacher behaviors, teacher focus); and (3) student variables (target behaviors, competing behaviors, verbal behaviors). Sample completed ESCAPE data sheets are included along with a glossary listing the definitions for each of the codes. The code is an attempt to quantify the array of variables that interact to affect program outcomes on a day-to-day and even a moment-by-moment basis. (CL)

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E S C A P E

Eco-Behavioral System for Complex Assessments of Preschool Environments

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ESCAPE

Eco-Behavioral System for Complex Assessments of Preschool Environments

Introduction to the Code

This code is being developed as a new approach for evaluating preschool programs that serve handicapped children. It arises out of a need to describe in quantifiable terms those aspects of early intervention programs that make a difference in student achievement and development. Past approaches to preschool program evaluation have focused almost exclusively on changes in participants (such as gains in IQ scores or increases in skills) at the expense of ignoring the events that differentiate one program from another. This code is an attempt at quantifying the complex array of variables that interact to affect program outcomes on a day-to-day and even a moment-by-moment basis.

This code assesses of three major categories of variables: ecological variables, teacher variables, and student variables. These three categories are further divided into 12 subcategories (See Table 1) and each subcategory comprised of separate event codes. A listing of the variables within each subcategory appears in Table 2.

Recording of all variables is based on a 15 second momentary time-sampling system (Powell, Martindale, & Kulp, 1975). Observers are cued to observe a subject child briefly, then record a specific category of variables (e.g., ecological, teacher, or student variables) every 15

seconds. More specifically, each minute of observation is divided into four 15 second segments in which the following subcategories are coded:

A. ECOLOGICAL - (Designated Activity, Activity Initiator, Materials.

B. ECOLOGICAL - (Location, Grouping, Composition).

C. TEACHER - (Teacher Definition, Teacher Behavior, Teacher Focus).

D. STUDENT - (Target Behaviors, Competing Behaviors, Verbal Behaviors).

One sample data sheet and a completed coding sheet appear in Tables 3 and 4.

Using this system, a single observer will track a single child during an entire day in a preschool setting or for shorter periods of time that are of interest to the researcher. ESCAPE should be most applicable to preschools that specialize in serving handicapped children or to those settings that primarily serve non-handicapped children but which also mainstream children with special needs.

The data from this code may be analyzed in a variety of ways. First, the frequency of occurrence of each variable on the code can be tallied and a percentage computed. This type of analysis will allow independent summary statements about the classroom ecology, such as the percentage of the preschool day spent in specific activities. Similar descriptions can be made about the proportion of the day that the teacher engaged in various behaviors and likewise, the percentage of time the students were engaged in specific behaviors.

A second way the data may be analyzed is in the form of conditional probabilities. These data provide information about the effects of specific ecological variables on teacher and student variables. Thus, one may compute the conditional probabilities of various combinations of

variables on the code of theoretical interest. These computations will make possible the following types of statements.

> "Given a specific type of activity or materials (such as PRE-ACADEMICS or ART/WRITING MATERIALS, in what types of behavior was the student most likely engaged?"; "Given a specific classroom structure of grouping (such as a one-on-one arrangement), in what types of behavior was the teacher most likely engaged?"

A third type of analysis may be conducted by correlating individual variables' percentage occurrence scores with outcome measures such as tested levels of criterion-referenced or standardized achievement. Analyses of this sort will allow one to ask questions such as "Do students with high rates of attending also exhibit high rates of change on developmental tests?". This type of analysis enables determination of those program aspects (i.e., ecological components, teacher behaviors, or student behaviors) that are most related to developmental gain.

Table 1

Summary of ESCAPE Categories and Subcategories

I. Ecological Variables

- A. Designated Activity
- B. Activity Initiator
- C. Materials
- D. Location
- E. Grouping
- F. Composition

II. Teacher Variables

- A. Teacher Definition
- B. Teacher Behaviors
- C. Teacher Focus

III. Student Variables

- A. Target Behaviors
- B. Competing Behaviors
- C. Verbal Behaviors

Table 2

ESCAPE: Eco-behavioral System for Complex Assessments of Preschool Environments

Listing of Event Codes

I. Ecological Variables

A. Designated Activity (DA)

1. Transition (TN)
2. Pre-Academics (PA)
3. Language Programming (LP)
4. Story (ST)
5. Fine Motor (FM)
6. Gross Motor Programs (GM)
7. Music/Dance/Recitation (MR)
8. Play (PL)
9. Class Business (CB)
10. Self-Care (SC)
11. Snack (SN)
12. Clean-up (CU)
13. Time-Out (TO)
14. Can't Tell (CT)

B. Activity Initiator (AI)

1. Teacher (T)
2. Child (C)
3. No One (N)
4. Can't Tell (CT)

C. Materials (MA)

1. Large Motor Equipment (LME)
2. Art/Writing Materials (AW)
3. Instructional Materials (IM)
4. Pretend Play Toys (PP)
5. Manipulatives (MN)
6. Story Books (SB)
7. Audio Visual Materials (AV)
8. Food or Food Preparation Materials (FOO)
9. Bathroom Materials (BM)
10. Other Materials (OM)
11. None (NO)
12. Can't Tell (CT)

D. Location (LO)

1. On Floor (OF)
2. At Tables (AT)
3. In Chairs (IC)
4. On Equipment (OE)
5. In Line (IL)
6. Undefined Location (UL)
7. Can't Tell (CT)

E. Grouping (GR)

1. Solitary (SO)
2. One Teacher with One Student (OO)
3. Small Group (SG)
4. Large Group (LG)
5. Can't Tell (CT)

F. Composition (CO)

1. All Handicapped (AH)
2. Equal (EQ)
3. Majority Non-Handicapped (MN)
4. Majority Handicapped (MH)
5. All Non-Handicapped (AN)
6. None (NO)
7. Can't Tell (CT)

II. Teacher Variables

A. Teacher Definition (TD)

1. Teacher (T)
2. Aide/Paraprofessional (A)
3. Student Teacher (ST)
4. Volunteer (V)
5. Ancillary Staff (AS)
6. Substitute Teacher (SU)
7. No Staff (N)
8. Can't Tell (CT)

B. Teacher Behavior (TB)

1. Physical Assisting (PA)
2. Gesturing/Signing (GS)
3. Approval (AP)
4. Disapproval (DSP)
5. Verbal Prompting (VP)
6. Verbal Instruction (IN)

7. Reading Aloud/Singing/Reciting (RS)
8. Discussion (DSC)
9. No Response (NR)
10. Can't Tell (CT)

C. Teacher Focus (FT)

1. Target Child Only (TG)
2. Target Child and Others (TGO)
3. No One (N)
4. Other than Target Child (OTH)
5. Can't Tell (CT)

III. Student Variables

A. Target Behaviors (TGB)

1. Academic Work (AC)
2. Pretending (PR)
3. Manipulating (MA)
4. Gross Motor Behaviors (GMB)
5. Singing/Reciting/Dancing (SR)
6. Self-Care Behaviors (SC)
7. Transition Behaviors (TN)
8. Attention (ATT)
9. None (N)
10. Can't Tell (CT)

B. Competing Behaviors (COM)

1. Acting-Out Behaviors (AO)
2. Off-Task Behaviors (OTB)
3. Self-Stimulation (SS)
4. None (N)
5. Can't Tell (CT)

C. Verbal Behaviors (VB)

1. Talk to Teacher (TT)
2. Talk to Peer (TP)
3. Undirected Talk (UT)
4. No Talk (N)
5. Can't Tell (CT)

Table 3

Sample ESCAPE Data Sheet

NC	SN	PL	TN	PA	DA:
FM	MR	CU	CB	ST	
SC	GM	TO	LP	CT	
NC	T	C	N	CT	AI:
NC	NO	FOO	IM	MN	MA:
AW	PP	LME	SB	AV	
BM	OM	CT			

NC	AT	OF	UL	OE	LO:
IL	IC	CT			
NC	SG	LG	OO	SO	GR:
CT					
NC	AH	NO	AN	MH	CO:
MN	EQ	CT			

A	T	AS	V	ST	TD:
SU	N	CT			
PA	GS	AP	DSP	VP	TB:
IN	RS	DSC	NR	CT	
N	OTH	TGO	TG	CT	FT:

AC	PR	MA	GMB	SR	TGB:
SC	TN	ATT	N	CT	
N	OTB	SS	AO	CT	COM:
N	TT	UT	TP	CT	VB:

NC	SN	PL	TN	PA	DA:
FM	MR	CU	CB	ST	
SC	GM	TO	LP	CT	
NC	T	C	N	CT	AI:
NC	NO	FOO	IM	MN	MA:
AW	PP	LME	SB	AV	
BM	OM	CT			

NC	AT	OF	UL	OE	LO:
IL	IC	CT			
NC	SG	LG	OO	SO	GR:
CT					
NC	AH	NO	AN	MH	CO:
MN	EQ	CT			

A	T	AS	V	ST	TD:
SU	N	CT			
PA	GS	AP	DSP	VP	TB:
IN	RS	DSC	NR	CT	
N	OTH	TGO	TG	CT	FT:

AC	PR	MA	GMB	SR	TGB:
SC	TN	ATT	N	CT	
N	OTB	SS	AO	CT	COM:
N	TT	UT	TP	CT	VB:

Table 4

Completed ESCAPE Data Sheet

NC	SN	PL	TN	PA	DA:
FM	MR	CU	CB	ST	
SC	~~GM~~	TO	LP	CT	
NC	~~T~~	C	N	CT	AI:
NC	NO	FOO	IM	MN	MA:
AW	PP	~~LME~~	SB	AV	
BM	OM	CT			

NC	AT	OF	UL	~~OE~~	LO:
IL	IC	CT			
NC	SG	LG	~~OC~~	SO	GR:
CT					
NC	AH	NO	~~AN~~	MH	CO:
MN	EQ	CT			

A	~~T~~	AS	V	ST	TD:
SU	N	CT			
PA	~~GS~~	AP	DSP	VP	TB:
IN	RS	DSC	NR	CT	
N	OTH	TGO	~~TG~~	CT	FT:

AC	PR	MA	~~GMB~~	SR	TGB:
SC	TN	ATT	N	CT	
~~N~~	OTB	SS	AO	CT	COM:
N	~~TT~~	UT	TP	CT	VB:

NC	SN	PL	TN	PA	DA:
FM	MR	CU	CB	ST	
SC	~~GM~~	TO	LP	CT	
NC	~~T~~	C	N	CT	AI:
NC	NO	FOO	IM	MN	MA:
AW	PP	~~LME~~	SB	AV	
BM	OM	CT			

NC	AT	OF	UL	~~OE~~	LO:
IL	IC	CT			
NC	SG	LG	~~OC~~	SO	GR:
CT					
NC	AH	NO	~~AN~~	MH	CO:
MN	EQ	CT			

A	T	AS	~~V~~	ST	TD:
SU	N	CT			
PA	GS	AP	DSP	VP	TB:
IN	RS	DSC	~~NR~~	CT	
~~N~~	OTH	TGO	TG	CT	FT:

AC	PR	MA	GMB	SR	TGB:
SC	TN	~~ATT~~	N	CT	
~~N~~	OTB	SS	AO	CT	COM:
~~N~~	TT	UT	TP	CT	VB:

ESCAPE GLOSSARY

ESCAPE Glossary

Complete Listing of Codes and Definitions

I. ECOLOGICAL VARIABLES - Ecological variables are those that specify aspects of the preschool environment.

A. Designated Activity (DA) - Designated activity is defined as the learning experience or focus of instruction being provided to the observed student. This may be the activity in which the rest of the students are also involved; for example, the entire class may be involved in the same pre-academic, language, or story activity. When this is the case, the beginning and end of an activity will usually be signaled by a teacher (e.g., "It's time for clean-up", or "Our story today is about. . . . ").

Sometimes, however, children will be free to begin and end activities without a cue from the teacher. For example, a teacher may set up a variety of learning centers and the child may be free to choose from among activities that may range from Pre-academics, to Story, to Fine Motor, to Gross Motor. In such circumstances, the activity would change whenever the target child demonstrated a behavior which would indicate involvement in another activity (e.g. picking up materials or attending to materials related to a different activity).

When the child has been specifically requested to take part in an activity, either individually or as part of a group, and does NOT take part in the activity, the activity in which he should be involved is recorded. The exception to this would be when the target child in in time out. The following 14 codes are used to label designated activities.

Designated Activity Definitions

1. Transition (TN) - Transition is defined as the time between activities/tasks when the target child is engaged in: (1) getting materials for a new activity, (2) moving to a different activity or location to begin a new activity, or (3) waiting for a cue to begin a new activity. Sometimes transitions will be clearly cued by the teacher (e.g., "It's time for outside play now; everyone line up.") Sometimes the target child will make an individual transition (e.g., when the child moves from one free play activity to another).

NOTE: Transitions which involve putting away equipment, toys, or instructional materials are coded as Clean-Up (See #12).

2. Pre-Academics (PA) - Pre-academic activities are those devoted to the teaching/learning of skills related to reading, mathematics, handwriting, science, social science, and health and safety. Examples of pre-academic activities include reciting the alphabet, working with or copying letters or numbers, matching or naming colors and shapes, discussing people and places in the community, talking about basic food groups.

3. Language Programming (LP) - Language programming activities are those focusing on the instruction of specific speech or language skills. Language programming is coded when the student is receiving speech or articulation therapy, or getting instruction in a foreign language, or alternatives to oral language such as signing or communication boards.

4. Story (ST) - Story activities are those that involve the reading or telling of a tale. Story activities often involve a book, puppets, flannelboard, or other media materials. Story should be coded if one child looks at a book or if the entire class is listening to a story being told on a record or tape.

5. Fine Motor Activity (FM) - Fine motor activities focus on the movements small muscles to move fingers, wrists, and hands usually involving the grasp. Fine motor activities include putting puzzles together; stacking rings, blocks or cubes; stringing beads; sewing; cutting; coloring; placing pegs in a pegboard; fitting Tinkertoys or Lego blocks together. Oftentimes, fine motor activities are incorporated within arts and crafts. These may include behaviors such as cutting, drawing pictures, painting, gluing, or sculpting with clay.

   NOTE: If any of these behaviors occur as part of a pre-academic activity (for example, gluing pictures of a story in the correct sequence onto a worksheet), the activity is coded as Pre-Academics (See #2).

6. Gross Motor Activity (GM) - Gross motor activities focus on the teaching of movement of the large muscles in the arms, legs and feet. These include running, jumping, balancing, climbing, hopping, skipping, throwing, rolling, kicking, or catching. Gross motor activities often occur on special equipment such as on balance beams; or in special areas such as gyms, "motor" rooms or out of doors.

NOTE: When children are free to engage in any type of gross motor activity or equipment, Free Play (See #8) is coded. When gross motor activities occur to music, Music/Dance/Recitation (See #7) is coded.

7. Music/Dance/Recitation (MR) - Music/Dance/Recitation activities involve one or more children singing, dancing, listening to music, clapping and moving to music, doing fingerplays, or reciting poems. Examples of this activity include children sitting with the entire group singing "EENSY-WEENSY SPIDER", reciting the poem "FIVE LITTLE PUMPKINS", several children doing the actions to a rhythmic aerobics record or one child listening to music on the headphones.

8. Play (PL) - Play activities are those in which children interact with toys or pretend play materials. Play activities also include those instances when children engage in a make-believe situation without materials or when they engage in gross motor activities without direction.

   Note: Gross motor activities with adult direction would be coded Gross Motor Activity (See # 6).

9. Class Business (CB) - Class business activities are group discussion periods devoted to topics such as: the weather, the date, roll, discipline, or rewards.

10. Self-Care Activities (SC) - Self-care activities are devoted to teaching or the occurrence of skills that involve personal needs and hygiene such as: toileting, washing hands, dressing and undressing, and grooming. Self-care activities are coded when they are the focus of instruction (e.g., the child is learning to pull up his pants in a toileting program) or when they are a functional part of the classroom events (e.g., the child is putting on her coat before going outside).

11. Snack (SN) - Snack activities involve the preparation and/or the eating of real food. Snack is coded when children are setting the table, passing out food, engaging in cooking behaviors such as: measuring ingredients, slicing foods, pouring liquids, eating or drinking real foods and drinks. Cleaning up after a snack is considered Clean-up (See #12). Pretending at setting the table or preparing or eating food is considered Play (See #8).

12. Clean-Up (CU) - Clean-up activities involve putting away toys, instructional materials, worksheets, play equipment, furniture or food. Two examples of clean-up are: putting blocks away after free play is over, putting a mat away, or throwing away trash after snack has been eaten.

13. Time-Out (TO) - Time-out is coded when a child has been removed from the group or from participation as a disciplinary action.

14. Can't Tell (CT) - Can't tell is coded when the above listed activities do not apply or seem to fit the situation or if two or more of the definitions stated above seem to fit equally as well. If you code, Can't Tell, see your coordinator after the observation to discuss the event.

B. Activity Initiator (AI) - Activity initiator is defined by the person or persons who selected the activity in which the target child becomes engaged. The following four options may be coded:

Activity Initiator Definitions

1. Teacher (T) - Teacher is coded when the activity in which the target child is engaged has been selected by an adult in the classroom. Examples of activities initiated by the teacher might include: the volunteer tells the target child to go to the sink and wash his hands; the aide has selected a story and is reading it to the whole class; the substitute teacher is leading the class in a group song; the teacher says "It's time to line up", and the children begin moving towards the door.

2. Child (C) - Child is coded when the activity in which the target child is engaged has been selected by the child or a peer. Examples of activities initiated by the child might include: the child is the first one done with snack and walks over to the sink with her dirty dishes; during a free play time, a child moves from a center where activity is focused on a piece of climbing equipment to a center where the teacher is leading a group in pre-academics; during outdoor play when children are free to choose their own activity.

3. No One (N) - No one is coded when no apparent activity is taking place, therefore no one has initiated the activity. This might occur when a child has been coded as being in Transition because she/he was simply sitting and waiting for the next activity.

4. Can't Tell (CT) - Can't tell is coded when it is impossible to determine the initiator of the activity in which the target child is engaged.

C. Materials (MA) - Materials are defined as those objects with which the target child is engaged or to which the child is attending. If a child is involved with more than one type of material, code the material in which s/he is most actively engaged. The following 12 options may be recorded for materials:

Materials Definitions

1. Large Motor Equipment (LME) - Large motor equipment is defined as those materials used for climbing, riding, throwing, jumping, or propelling oneself. Examples of large motor equipment include riding toys, playground, equipment such as slides, swings, merry-go-rounds, seesaws, sliding poles, and net climbers. Indoor large motor equipment might include rocking horses or boats, tunnels, parachutes, bean bag games, bowling sets, balance beams, and trampolines, and large blocks (blocks large enough for a child to stand on).

2. Art/Writing Materials (AW) - Art/Writing materials are defined as objects used for painting, drawing, coloring, printing, writing, sculpting, and creating art projects. Some products that might be included in this category are: crayons, paints, markers, brushes, fingerpaints, playdough, pipe cleaners, clothespins, woodworking tools, glue, paste, tape, scissors, and stamps.

   Note: If a child is using art/writing materials in combination with any other materials (with the exception of Instructional Materials (see #3), code Art/Writing Materials.

3. Instructional Materials (IM) - Instructional materials are defined as media used to teach pre-academic or perceptual skills. These might include: letters, numbers, pictures to be labeled, computers, calculators, educational games, objects for teaching science, and flannel board sets.

   Note: Instructional Materials always take precedence when they are being used in conbination with another type of material.

4. Pretend Play Toys (PP) - Pretend play toys are defined as materials designed to foster dramatic or fantasy play. These may be dolls; puppets; robots; cars and trucks; animals; housekeeping toys, such as stoves, sinks, cupboards, refrigerators, pots, pans, dishes and food; costumes or dress-up clothes; and doll house.

5. Manipulatives (MN) - Manipulatives include materials that allow children to move objects or perform actions that foster skilled uses of their hands. Not included in this category are objects used for Art/Writing (see #2) or Pretending (#4), or in Pre-Academics. Materials that might be coded as manipulatives include: blocks and building sets, puzzles, pegboards, beads for stringing, nesting and stacking toys, and sand and water toys.

6. Story Books (SB) - Story books are books with or without pictures that usually convey a story or a poem. Stories which are told on records or cassettes are coded as Audio-Visual Materials (See #7).

7. Audio Visual Materials (AV) - Audio-visual materials are equipment such as records, phonographs, cassette players or tape recorders, film strips, viewmasters, overhead projectors, cameras, or televisions.

8. Foods or Food Preparation Materials (FOO) - Food materials may include real food eaten for snack or lunch, utensils used in their preparation and consumption, and materials used to clean up after eating. Some examples of items that may be coded here are: the target student's lunch or snack, dishes, eating utensils, napkins, sponges, and paper towels, etc.

9. Bathroom-Materials (BM) - Bathroom materials are objects the target child is using in the bathroom such as: toilet or potty, sink, toilet paper, paper towels, faucet, soap, or drinking fountain.

10. Other Materials (OM) - Other materials is coded when the target child is interacting with material that does not fit into any of the above listed variables. Some examples might include: the classroom furniture, and the child's clothing.

Note: If a child is merely sitting on a chair or standing on a mat, Other Materials is not coded. Rather, in these cases, None (See #11) would be coded.

11. None (NO) - This variable is coded when the child is neither physically engaging nor attending to any specific materials.

12. Can't Tell (CT) - Can't Tell is coded when the materials cannot be observed because they are temporarily out of sight or they do not fit any of the above designations. If you code Can't Tell because you are unsure of a hard to code situation, consult your coordinator for clarification.

D. Location (LO) - Location is defined as the physical placement of the child. The following seven locations may be recorded.

Location Definitions

1. On Floor (OF) - This location is coded when the target child is sitting or lying directly on the floor or on a carpet square, mat or blanket which is on the floor.

2. At Table (AT) - This location is coded when the target child is sitting or standing at a table.

3. In Chair (IC) - This location is coded when the target child is sitting in a chair without being near (more than an arm's length from) a table.

4. On Equipment (OE) - This location is coded when the target child is lying, sitting, or standing on a piece of recreational or adaptive equipment. Some examples of equipment are: slides, climbing equipment, riding toys, sand boxes, tunnels, adaptive chairs or standing boards.

5. In Line (IL) - This location is coded when the target child is standing or walking in line, or in a circle.

NOTE: If the target child is on floor, at tables, in chair, or on equipment, and is also in a line or in a circle, "IN LINE" is not coded, rather the more specific location code (i.e., OF, AT, IC, or IL) would be recorded.

6. Undefined Locations (UL) - This location is coded when the target child is not in a specific location or is moving from one location to another. For example, when target child is dancing in the middle of the classroom, or hopping across the room, he would be coded as in "UNDEFINED LOCATION".

7. Can't Tell (CT) - Can't Tell is coded when the target child cannot be observed.

E. Grouping (GR) - Grouping is defined by the number of students who are (1) engaged in the same Designated Activity and (2) in the same vicinity as the observed child. Designated Activity is defined above in Section I.A on page 10. Vicinity is defined as being within a radius of 4 feet of the observed child, or at the same table, in the same line or circle, or on the same piece of equipment. When no activity is going on, the size of the group is determined by vicinity alone. Examples of children who are in the same group include the following: children sitting at a table together working on individual worksheets; children sharing the same table at snack time; children playing with same equipment during outdoor free play (e.g., all the children riding tricycles); all the children playing with pretend play toys in the kitchen area during free play; all the children sitting in a circle involved in a group song, all the children who are involved in clean-up.

The following five grouping variables may be recorded:

Group Code Definitions

1. Solitary (SO) - Solitary is coded when the observed child is engaged in an activity by him or herself. Examples of this include the following: the observed child has finished his art activity and he cleans up his area of the table while all other children at the table continue working; the observed child goes to the book shelf and looks at a book while other children are playing around him; the observed child is moving to a new activity; the observed child is in time-out.

2. One Teacher with One Student (OO) - This grouping is coded when the observed child is engaged in an activity by him or herself with one adult. This grouping occurs when the target and adult are at least 4 feet away from any other child. Examples of one-on-one grouping include: the observed child is working alone on writing task at a table

with the teacher; the observed child goes to the physical therapy room with the physical therapist; the aide is helping the observed child in the bathroom while the other children continue working; the teacher is putting the observed child in timeout.

3. Small Group (SG) - Small Group is coded when the observed child is engaged in an activity with four or fewer children. Examples of this grouping would be: the observed child is painting at the easels with two other children; the observed child is in a pre-academic activity with four other children; the observed child is putting a puzzle together with one other child; the target child and three other children are waiting at the table while other children at the table are finishing their worksheets.

4. Large Group (LG) - Large Group is coded when the observed child is engaged in an activity with five or more children. Examples of this would be: the entire class (six children) is involved in a discussion of a field trip; the entire class of six children is putting on their coats to get ready to go outside; the entire class of 15 children is sitting at a large table having a snack.

   Note: The target child is not included in the number of children in the group.

5. Can't Tell (CT) - Can't Tell is coded when the size of the group cannot be determined because several class members are moving between activities, the observed child is temporarily out of view, or the activity of the observed child is unclear. If you code Can't Tell, see your coordinator after the observation to discuss the event.

F. Composition (CO) - Composition is defined as the mix of handicapped and non-handicapped students who are within the group as outlined in the Grouping variables (See E. above). A child will be considered handicapped if he or she exhibits a delay of at least one year in one or more areas of development as indicated by a standardized assessment instrument. The designation of a child as "handicapped" or "non-handicapped" must be established in a teacher interview prior to the observation. The following seven composition variables may be recorded.

Composition Code Definitions

1. All Handicapped (AH) - All Handicapped is coded when all the children in the same group as the observed child are handicapped.

2. Equal (EQ) - Equal is coded when the observed child is involved in a group that includes an equal number of handicapped and non-handicapped children without counting the observed child.

3. Majority Non-Handicapped (MN) - Majority Non-handicapped is coded when the observed child is involved in a group that includes both handicapped and non-handicapped students, the majority of whom are non-handicapped.

4. Majority Handicapped (MH) - Majority Handicapped is coded when the observed child is involved in a group that involves both handicapped and non-handicapped students, the majority of whom are handicapped.

5. All Non-Handicapped (AN) - All Non-handicapped is coded when all the children in the group as the observed child are non-handicapped.

   Note: As with the Grouping variable the Composition of the group reflects only the children who are in the group with the target child and does not reflect inclusion of the target child in the group.

6. None (NO) - None is coded when there are no children in a group with the observed child. This code is always used when Solitary or One Teacher With One Student is coded as the grouping (See E. above).

7. Can't Tell (CT) - Can't Tell is coded when the composition of the group cannot be determined, for example, if one or more of the children have not been established as handicapped or non-handicapped prior to the observation. If you code Can't Tell, see your coordinator after the observation to discuss the event.

II. TEACHER VARIABLES - Teacher variables are those that specify the primary adult with whom the target child is interacting, the behaviors displayed by that adult, and the focus of those behaviors.

A. Teacher Definition (TD) - Teacher definition refers to the primary adult with whom the target child is interacting. If no interaction is occurring with an adult, the adult in the same room who is closest to the target child, is coded. Each adult who typically enters the classroom will have to be identified in a teacher interview prior to the observations.

Note: Whenever more than one adult interacts with the target student at the same time, the adult closest to the target child is coded.

The following eight categories of adults are included as teacher definitions:

Teacher Definitions

1. Teacher (T) - Teacher is defined as the person or persons officially in charge of the classroom.

2. Aide/Paraprofessional (A) - Aide/Paraprofessional is defined as a paid staff member who assists the head teacher.

3. Student Teacher (ST) - Student Teacher is defined as someone who assists the teacher as part of a university practicum experience.

4. Volunteer (V) - Volunteer is defined as an unpaid teacher's assistant. Examples of volunteers include: parents, foster grandparents, and high school or college students, who are not participating in a practicum experience.

5. Ancillary Staff (AS) - Ancillary Staff is defined as someone who provides support services to the classroom, such as a speech therapist, physical or occupational therapist, P. E. specialist, nurse, social worker, psychologist, special educator, music teacher, foreign language teacher, or librarian.

6. Substitute Teacher (SU) - A Substitute Teacher is defined as someone who takes the teacher's role in the classroom when the teacher is absent but who is not a regular member of the teaching staff.

7. No Staff (N) - No Staff is coded when no adult is located in the same room or within approximately 25 feet of the target child.

8. Can't Tell (CT) - Can't tell is coded when the role of the adult being defined has not previously been specified.

B. TEACHER BEHAVIORS (TB) - Teacher behavior is defined as the behavior being emitted by the teacher defined in section (II-A. above). If more than one teacher behavior occurs at one time, code the behavior that appears earliest in this list. The following ten teacher behaviors may be recorded:

Teacher Behavior Definitions

1. Physical Assisting (PA) - Physical Assisting is defined as providing children with physical guidance or help. Physical assisting is only coded when the "teacher" helps the child engage in a behavior. An example of these behaviors might be teacher behaviors such as: guiding a child's hand while he is making a fine motor response, helping a child down the slide, physically forcing to sit down after he has refused to do so. Physical assisting is **not** coded if the teacher performs a behavior for the child. For example, helping a child hold a toothbrush and brush her teeth **would** be coded as Physical Assist, whereas merely brushing a child's teeth for him/her **would not** be coded as Physical Assist. Helping a child to swing by pushing the swing **would** also be coded Physical Assist.

2. Gesturing/Signing (GS) - Gesturing/Signing is defined as communicating via physical responses or providing a physical cue to respond. Examples of gesturing/signing behaviors include: pointing to the door as an indication to a child to line up, asking a child via sign language if he wants a cookie, holding up a flash card as a prompt for a child to respond.

3. Approval (AP) - Approval is defined as expressing praise, appreciation, or satisfaction with the class work, conduct, or performance of one or more students. Examples of approval include:

--Statements like "Good work, Billy!"; "Maria is really working!"; "I'm so pleased you all have quiet hands", and

--Physical Behaviors - Hugs, pats on the back.

4. Disapproval (DSP) - Disapproval is defined as a redirection of student behavior through the expression of dissatisfaction, with the behavior, classwork, appearance or performance of one or more students. Examples of disapproval include:

--Statements like "This class is too noisy, let's quiet down"; "Jimmy, where are you supposed to be sitting?", and

--Physical Behaviors like Frowns, shakes head back and forth, shakes finger at child, pulls the child away from something.

5. Verbal Prompting (VP) - Verbal Prompting is defined as asking questions related to the preschool curriculum or giving directions to children. Examples of these behaviors might be: asking a child about a picture in a book, telling a child to hold his pen between his thumb and forefinger, directing a child to keep his feet on the line, etc.

6. Verbal Instruction (IN) - Verbal Instruction is defined as engaging in talk (non-questions and non-commands) related to the preschool curriculum. This can include comments or explanations about play activities, pre-academics, language, fine and gross motor, music or art activities, class business, snack, self-care, or clean-up activities.

   Examples of Verbal Instruction include the following: the teacher is talking about autumn and presenting vocabulary words related to autumn; during snack, teacher says "Doughnut begins with the letter D"; teacher is telling the group that it's important for everyone to cover their mouths when they sneeze, as part of a discussion on health.

7. Reading Aloud/Singing/Reciting (RS) - Reading aloud/Singing/Reciting is defined as telling a story, reciting a poem or fingerplay, or performing a song with one or more children. Examples of these behaviors might include: reading from a book, singing a song with records or musical instrument accompaniment, performing a drama with puppets.

8. Discussion (DSC) - Discussion is defined as engaging in talk unrelated to the preschool curriculum. Examples might include conversations about what the children had for breakfast, what they did after school, what they want for Christmas, etc.

9. No Responses (NR) - No Response is coded when the person coded in the Teacher Definition variables (See Section II-A above) makes neither an overt nor observable response at either the target student or any other student in the class or when No Staff is coded. Examples of No Response include: the teachers are talking to one another, teachers are out of the room, the teacher is looking in the closet, the teacher is looking at the target student.

10. Can't Tell (CT) - Can't Tell is coded when the teacher's behavior has not been observed because she/he is temporarily out of sight or because the behavior does not fit any of the above designations. If you code Can't Tell because you are unsure of a hard to code situation, consult your coordinator for clarification.

C. TEACHER FOCUS (FT) - Teacher focus is defined as the direction of the behavior of the adult coded in Section II-A above. The following five categories of teacher focus are recorded.

Teacher Focus Definitions

1. Target Child Only (TG) - Target child only is coded when the adult directs behavior toward the observed child in a one-on-one situation.

2. Target Child and Others (TGO) - Target child and others is coded when the adult directs behaviors toward the observed child and other children. For example, this would be coded if the teacher was instructing the class (which included the target child) in how to carry out a specific art activity.

3. No One (N) - No one is coded when the adult is not directing overt behavior towards any student in the classroom. This would be coded if the teacher was sitting alone grading papers, the teachers in the classroom were talking to each other, or if no adult was in the classroom.

4. Other than Target Child (OTH) - Other than target child is coded when no adult is directing behavior towards the observed student and the teacher, defined in Section II-A (above), is directing behavior towards a student other than the observed student. For example, if the only adult in the classroom was physically assisting some child other than the target, the teacher behavior coded would be teacher Physical Assist, the teacher focus would be Other than Target Child.

5. Can't Tell (CT) - Can't tell is coded when the teacher's focus has not been observed because she/he was temporarily out of sight.

III. STUDENT VARIABLES - Student behavior variables are those that define the specific target, competing, and verbal behaviors in which the target student is engaged.

A. Target Behaviors (TGB) - Target behaviors are those that indicate student attention, engagement and/or participation in an activity. If more than one target behavior occurs at the same time the behavior appearing the earliest in this list is coded. The following 10 codes are used to define target behaviors.

Target Behavior Definitions

1. Academic Work (AC) - Academic work involves behaviors related to the areas of reading, mathematics, handwriting, science, and social science. Examples of academic work behaviors include: reciting the alphabet; copying or tracing letters or numbers; matching, sorting, or naming colors or shapes; counting objects, or rote counting.

2. Pretending (PR) - Pretending behaviors are those that involve imitating another person or an object in action or in speech. Examples of pretending include: talking on a toy telephone, pretending to cook dinner on a toy stove, making a siren noise while making a fire engine go, climbing on a jungle gym while making the sounds of a monkey.

3. Manipulating (MA) - Manipulating behaviors are those that involve the coordinated movements of the arms and hands. These usually include variations on the behaviors of grasping, releasing, moving, and fingering objects. Some examples of manipulating behaviors are those used in arts and crafts; squeezing and molding clay or dough; painting at easels or with fingers; folding, cutting, and gluing paper. Others include those that involve the arrangement of several objects or pieces of objects in space, such as: putting together puzzles; building with blocks, Tinker Toys or other construction sets; arranging pegs or parquetry blocks.

4. Gross Motor Behaviors (GMB) - Gross motor behaviors are those that involve the movements of large muscles such as running, climbing, hopping, skipping, throwing, rolling, kicking or catching. These behaviors can occur during structured classroom activities, such as: when a child is learning to walk on a balance beam, or during outdoor free play, such as: a child is riding a tricycle on the playground.

5. Singing/Reciting/Dancing (SR) - Singing/reciting/dancing behaviors involve the performance of songs, poems or nursery rhymes. Singing, doing fingerplays with poems, singing songs and moving to music would all be coded as Singing/Reciting/Dancing. Listening to music or records would be coded as Attention (See #8).

6. Self-Care Behaviors (SC) - Self-care behaviors are those in which children engage while caring for their physical needs. These are skills such as: eating, toileting, dressing and grooming.

7. Transition Behaviors (TB) - Transition behaviors are coded when a target child is observed moving between activities or materials, or when the target child is observed looking for or preparing materials for an activity, or cleaning up after an activity. Examples of transition behaviors include: moving to a different learning center in the classroom, walking in line to the bathroom, selecting new materials, finding a crayon, trying to open the glue in preparation for an art assignment.

8. Attention (ATT) - Attention is coded when the target student is looking at the teacher who is lecturing, giving directions, or discussing, observing another student, focusing on instructional or play materials.

9. None (N) - None is coded in the absence of listed student behavior. For example, when a child is being disruptive and is not at the same time engaging in a student behavior then None would be coded.

10. Can't Tell (CT) - Can't tell is coded when the child has not been observed because she/he is temporarily out of view or because her or his behavior does not fit any of the above variables. If you code Can't Tell because of a hard to code situation, consult your coordinator for clarification.

B. Competing Behaviors (COM) - Competing behaviors are those which are commonly considered to be unacceptable. The following five codes are used to define competing behaviors:

Competing Behavior Definitions

1. Acting-Out Behavior (AO) - Acting-out behaviors are those that are either: (a) aggressive like hitting, fighting, kicking, slapping, poking, pulling hair, taking an unoffered toy from a peer, or making a hostile comment; or (b) loud enough to interfere with the ongoing classroom activity, like crying, tantruming, shouting or loud cursing.

2. Off-Task Behavior (OTB) - Off-task behavior is coded when the target student is engaged in behavior that does not have the the approval the teacher or in behavior that is not related to the present activity. Examples include: sitting and watching the class sing when the teacher has asked the entire group to sing to the music, running in the classroom when the teacher has asked the group to walk to their learning centers, talking out loud when the class has been asked to sit and listen, getting out of seat without permission.

3. Self-Stimulation (SS) - Self-stimulation is coded when the child is making active, repetitive behaviors like rapid-shaking of hand or head, thumbsucking, nailbiting, twisting, twirling, biting hair, head banging etc. The movement must be maintained for at least two seconds. Self-stimulation is coded when it is the major single feature of the child's behavior at the moment.

4. None (N) - None is coded when no inappropriate behavior is observed.

5. Can't Tell (CT) - Can't tell is coded when the target child was temporarily out of sight so inappropriate behavior could not be observed. If you code Can't Tell because of a hard to code situation, consult your coordinator for clarification.

C. Verbal Behavior (VB) - Verbal behavior is defined as verbal or signed expression by the observed student. These must be expressions of words, phrases or sentences and not merely sounds or exclamations. These may be spontaneous or imitated utterances. Group recitations or songs are not considered talk. The direction of a child's talk will be determined by (1) facial orientation, (2) use of the individual's name to whom the talk is addressed, or (3) the context of conversation. The following five codes are used to define talk.

Verbal Behavior Definitions

1. Talk to Teacher (TT) - Talk to teacher refers to verbal or signed expressions by the observed student that are directed at the teacher, a teaching adult (as defined in Section II-A above) or another unspecified adult. Included in this category are expressions that are spontaneous (e.g., child says or signs to the teacher that she has to use the restroom); imitated (e.g., child says or signs the numbers 1-5 after the teacher has said them); or prompted (e.g., teacher says "Where do we go after snack?", and child says, "To music").

2. Talk to Peer (TP) - Talk to peer refers to verbal or signed expressions by the observed student that are directed at a peer or peers. As with teacher talk, these may be spontaneous, imitated, or prompted.

3. Undirected (UT) - Undirected is defined as verbal or signed expressions by the observed student that appear to have no specific direction. This lack of direction would be indicated either by the low volume of the expression or by the fact that the student is talking without looking toward any specific persons.

4. No Talk (N) - No talk is defined as lack of verbal or signed expression by the observed student.

5. Can't Tell (CT) - Can't tell is coded when the target child could not be observed because she/he was temporarily out of sight or out of earshot.